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ABSTRACT

This Quinmester Course is designed to help students apply the principles of effective study in a variety of testing situations. Emphasis is on developing such skills as planning wise use of allotted time, adapting reading rate to various types of test items, identifying types of analogous relationships and word attack skills, including recognition of Greek and Latin roots and affixes. A resource listing of six pages is included in this course outline. (Author/CL)

ED 064720

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: FACING THE TEST 5111.08
5112.08
5113.08
5114.08
5115.08
5116.08

English

DIVISION OF INSTRUCTION • 1971

CS 200 011

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FACING THE TEST

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English

Written by Albert Hallberg
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: FACING THE TEST

COURSE DESCRIPTION: This course is designed to help students apply the principles of effective study in a variety of testing situations. Emphasis is on developing such skills as planning wise use of allotted time, adapting reading rate to various types of test items, identifying types of analogous relationships and word attack skills, including recognition of Greek and Latin roots and affixes.

I. PERFORMANCE OBJECTIVES

A. Given a series of timed tasks to perform, the student will manipulate his time so as to complete these tasks.

B. Given a collection of test directions, the student will discern how to proceed with the test items to their completion.

C. Given a model analogy concerning word relationships, the student will synthesize that word relationships are based on like and unlike characteristics.

D. Given a list of Greek and Latin roots, the student will suggest uses of the roots in the formation of base word structures.

E. Given a selected list of Greek and Latin affixes, the student will classify the affixes as being prefix or suffix.

F. Given a series of sentences and/or brief paragraphs, the student will identify the key words.

G. Given a series of word groupings, the student will identify words containing one, two, or three syllables by dividing them into syllables.

II. COURSE CONTENT

A. Rationale

Before applying the principles of effective study to any one testing situation, there are aspects requiring attention. The aspect of reading is, perhaps, of prime concern since the average testing situation is primarily a timed exercise of some sort in which the student must read, comprehend, and then answer given questions all within a specified time. To instruct the individual student in how he may wisely budget his test time as related to his reading ability and the particular type of test item with which he is concerned is of value. Students will be shown various ways of approaching word attack problems and analogous relationships, understanding the

functions of Greek and Latin roots and affixes, adapting reading rate to various kinds of timed test exercises.

B. Range of subject matter

1. Individual timed work exercises concerning roots, prefixes, suffixes

2. Individual timed exercises in writing directions

3. Individual timed exercises in writing brief essays or answers to essay questions

4. Individual work exercises in which student reads directions then performs a specific task in taking a test

5. Individual and group work exercises in which student reads an analogy, then completes the test item or exercise by showing like or unlike characteristics of the analogy

6. Individual and group work exercises in which student compiles a list of words containing specific roots, then suggests additional examples

7. Individual and group work exercises in which student compiles a list of words containing specific affixes, particularly inflectional and derivational morphemes

8. Individual and group work exercises in which student divides words into syllables, alphabetizes a specified list of words or letters, and identifies key words (in brief paragraphs)

III. TEACHING STRATEGIES

OBJECTIVE A: Given a series of timed tasks to perform, the student will manipulate his time so as to complete these tasks.

1. The teacher will select a half dozen difficult words from a future reading assignment and have the students write their definitions of these words without any exchange of ideas or discussion in a given number of minutes. After the reading has been completed, permit the students a specific amount of time to correct or revise their earlier definitions.

2. The teacher will direct a discussion utilizing the students' reasons for their revisions and their justifications for their final definition in a prescribed amount of time.

3. The teacher will divide the students into groups of various sizes and request the students to discuss (within their group) the ways meanings were clarified by the context and summarize their discussions orally or in writing. Time limitations will be set.

4. The teacher will organize a vocabulary club in the classroom, members of which will be responsible for bringing in words from all subject areas and sharing them with the class one to two times per week for five to ten minutes' duration. (Source: Weiss, Jerry M. Reading in the Secondary School. New York: The Odyssey Press, 1961. P. 295.)

5. The teacher will read aloud a short paragraph having the student answer orally four questions in two minutes.

OBJECTIVE B: Given a collection of test directions, the student will discern how to proceed with the test items to their conclusion.

1. The teacher will read aloud a list of five directions that the student must complete. Examples: head a paper properly for English class, place symbols or words on a sheet of paper where the teacher indicates (draw a circle in the upper right hand corner, put an x in the middle, print your name on the back of the paper, etc.), or fold an 8 1/2" x 11" sheet of paper into a triangle.

2. The teacher will read aloud a sentence and then have the students write down a synonym and antonym for a specified word from within the sentence, and then write another synonym for the first one.

3. The teacher will have the student fill out the information on a standardized test form (facsimile) as the teacher reads aloud each specific step.

OBJECTIVE C: Given a model analogy concerning word relationships, the student will synthesize that word relationships are based on like and unlike characteristics.

1. The teacher will clip and mount cartoons illustrating situations from which the reader is to draw an inference about the people involved or the situation pictured. These may be shown on the overhead projector, and the implied reference discussed. New Yorker cartoons often offer considerable opportunities for subtle inferential thinking. (Source: Fowler, Mary Elizabeth, Teaching Language Composition and Literature. New York: McGraw-Hill Book Company, 1965. P. 124.)

2. The teacher may read to the class or project on the overhead projector a poem such as Robinson's "Richard Cory" or Browning's "My Last Duchess"

and discuss the inferences to be drawn from Cory's suicide, the Duke's treatment of the Duchess, or the behavior of the Duchess. (Group work possible) (Source: Cf. 1 above)

3. The teacher will assign a written lesson in which the student will write a brief paragraph on topics such as: Life is like a river, Life is like a picture, Life is like a street, Being a general is like being quarterback of a football team.

OBJECTIVE D: Given a list of Greek and Latin roots, the student will suggest uses of the roots in the formation of base word structures.

1. The teacher will distribute a list of Greek and Latin roots to each student and then have the student tell orally what the root is in each of the following words: revise, television, sensible, preview, telegrapher, invisible, sensation, audiometer, thermometer.

2. The teacher will hand out the following list of words and have the student tell what the common Greek root found in each set of words is:

   a. Synonym, anonymous, antonym, homonym, psuedonym
   b. Hexagonal, pentagon, diagonal, octagon
   c. Kleptomaniac, bibliomaniac, mania, maniac

3. In an oral activity, the teacher will have the students identify the root portion of each of the following: encounter, antagonist, disinherited, addressed, attained, irresistible, disadvantage.

OBJECTIVE E: Given a selected list of Greek and Latin affixes, the student will classify the affixes as being prefix or suffix.

1. The teacher will distribute a list of common Greek and Latin prefixes and suffixes including the meanings, and the student will, in complete sentences, compose definitions of words such as: invisible, audition, reversible, televise, democracy, hydrophobia, credulous, conversion.

2. The teacher will have the students locate the meanings of the following Greek and Latin prefixes: auto, post, inter, mono, sub, semi, super, trans.

3. The teacher will give the student a list of words and have the student add a prefix that will give each an opposite meaning. Examples: logical, proper, rational, climax, civil, behave, orderly.

OBJECTIVE F: Given a series of sentences and/or brief paragraphs, the student will identify the key words; alphabetize sets of letters and/or words.

The teacher will give students an exercise such as the following and have them try to identify what words might go in the blank spaces using the key words showing as clues.

Joe _____ seen much _____ _____ four years _____

_____ bum. _____ _____ experienced _____

starvation _____ suffering _____ life _____ _____

road as well as _____ adventure _____ freedom.

OBJECTIVE G: Given a series of word groupings, the student will identify words containing one, two, or three syllables by dividing them into syllables.

1. The teacher will divide the class into several groups of equal size and then have each group find and divide into syllables all the two and three syllable words that they can locate in a paragraph such as:

   I had heard of some giant butterflies in the Chocomata Valley in Brazil, creatures with a wing spread of one foot. They had originally been described by Philleaus, and a few preserved specimens were in museums, but no living example had ever been exhibited. I engaged some young Hindus in Lima, who were keen woodsmen.....

2. The teacher will give the following list of words to the students and have them divide each word into its proper number of syllables: invulnerable, culinary, masticate, stabilize, decorum, multitudinous, harbinger, turbulent, tonsorial.

IV. LEARNING ACTIVITIES

OBJECTIVE A: Given a series of timed tasks to perform, the student will manipulate his time so as to complete these tasks.

1. The student will read a short paragraph and answer four questions in two minutes. (A visit to subtropical Florida is very exciting and provides one with a variety of activities. Sunshine is present in great abundance and the ocean breezes beckon the visitor to swim in the warm seas. Deep sea fishing is available to even the beginning fisherman. 1) Florida has a tropical climate. T or F? 2) Nearly every day has some sunshine. T or F? 3) To deep sea fish, one must have a license, be over 16, take lessons,

be experienced, none of the above. 4) The warm water makes swimming, skiing, tennis, boating the most inviting.

2. The student will spell and define orally a list of twenty words in fifteen minutes every two weeks.

3. After a short lecture by the teacher on procedures for giving a speech of information, the student will present an informational speech of three minutes' duration.

4. After listening to a short lecture by the teacher on procedures for giving a demonstration speech, the student will present a demonstration speech of five minutes' duration.

5. After having read a book of his choice, the student, following a specific outline, will do an oral critique of the book of not more than five minutes' duration.

6. After having read a specific poem, the student will write a two sentence précis.

7. After having read two specific poems, the students, in groups of three to five will discuss the author's intent or style and summarize their own conclusions within a twenty minute time period.

8. Given a list of five words, the student will list two synonyms for each word on the list in a specified time. The dictionary will be used to verify the correctness of each answer.

9. The student will be shown an object by the teacher. He will be given five minutes to organize his thoughts and then asked to write a brief paragraph describing the object.

OBJECTIVE B: Given a collection of test directions, the student will discern how to proceed with the test items to their conclusion.

1. The student will be given a series of test items and asked to indicate which one of the underlined items is incorrect or badly expressed. Example:
   She spoke <u>sagaciously</u> and <u>hastily</u> to <u>we</u> <u>students.</u>
   A B C D

2. Given an exercise such as the following, the student will think of the word that fits the definition, then choose as his answer the first letter of that word.

   a. A special place or building for the eating of meals M H R B A

b. A round object made from rubber on which a car runs T W R A D
c. A person who as a hobby collects stamps P N F W S

3. The student will complete each sentence by choosing the best word or words from the list given.

   If one cajoles someone to change his opinion he has used:
   1) witchcraft, 2) threats, 3) wheedling, 4) bribing.

4. The student will choose the word or phrase which is closest in meaning to the capitalized word.

   NOVICE expert, beginner, prisoner, aristocratic
   MOOT debatable, favorable, foolish, settled, vital

5. In each item below, the student will select the word which means the same as or the opposite of the word in capital letters:

   APATHY emotion, suitable, unconcern
   APT suitable, lazy, idle, strict, stern
   DEMURE helpful, approve, pause, modest, reject
   PARAGON model, paramount, positive, sagacious

6. The student will tell which word is misspelled within each set of words below:

   a. morpheme, phonemes, determiner, verbal, none wrong
   b. modal, auxillary, transitive, obligatory, none wrong
   c. trilogy, syllabus, morphology, ratafied, none wrong
   d. outragous, analogous, religious, anthology, none wrong
   e. paradox, pratagonist, hyperbole, onomatopoeia, none wrong
   f. medieval, antithisis, query, plethora, none wrong

7. The student will be given a brief poem (fourteen lines or less or a sonnet) to read. Then the student will in essay style respond to items such as: (1) State in one sentence what this poem says. (2) Define the attitude or emotion expressed in the first line (or whatever line is designated by teacher). (Source: Fowler, Mary Elizabeth, Teaching Language, Composition and Literature. New York: McGraw-Hill Book Company, 1965.)

OBJECTIVE C: Given a model analogy concerning word relationships, the student will synthesize that word relationships are based on like and unlike characteristics.

1. The students will each bring to class a collection (two to three) of cartoons

cut from a newspaper or magazine and then individually or in small groups of two or three tell what they think the cartoon is for or against and justify their reason.

2. After having read Red Badge of Courage, Tom Sawyer, A Wrinkle in Time, and Animal Farm, the student will be able to tell or select the book which is most humorous. He must give two justifications for his selection.

3. The students will engage in the task of formulating triads (Bertrand Russell's game) like these: I am slender; you are thin; she is skinny.

4. The student will analyze a sentence such as the following and point out different or unusual grammatical patterns. Turn of The Screw, Henry James. "The story had held us, round the fire, suffering breathless, but except the obvious remark that it was gruesome, as, on Christmas eve in an old house, a strange tale should essentially be, I remember no comment uttered till somebody happened to say that it was the only case he had met in which such a visitation had fallen on a child." (Source: Fowler, Mary Elizabeth, Teaching Language, Composition and Literature. New York: McGraw-Hill Book Company, 1965.)

5. The student will study the following example of English prose. "An Essay of Dramatic Poesy," John Dryden, 1668. "To begin, then, with Shakespeare. He was..." Then examine the characteristic style and tone of the passage. The student will then tell why or to what extent it could serve as a model of modern prose but yet what stylistic features tend to make it 17th century? (Source: Cf. 4 above)

6. The student will write a brief poetic description of a landscape in the style of a neoclassical poet such as Dryden, Pope or Johnson and then write a description of the same landscape in the style of a Romantic poet such as Coleridge, Keats or Wordsworth. (Source: Cf. 4 above)

7. The student will analyze and interpret irony and satire by reading aloud (or in an assigned group) some of the following kinds of materials: columns from the newspaper in which a feature writer assumes an ironic tone toward his subject; Siegfried Sassoon's "Does It Matter?"; Wilfred Owen's "Base Details"; Swift's "A Modest Proposal"; W. H. Auden's "The Unknown Citizen."

8. The student will select the correct analogy in sets of words such as: chicken:spit = barber:pole, top:spin, earth:axis, spin:platter

door:key = door:latch, electric bell:button, crossword:design
safety valve:boiler = switch:motor, prisoner:escape, building:exit
fuse:circuit

OBJECTIVE D: Given a list of Greek and Latin roots, the student will suggest uses of the roots in the formation of base word structures.

1. The student will list and then discuss a number of current words that would have puzzled Jefferson and Franklin. (Rayon, radio, TV, circuit, cinema, transformer, reentry, launch.)

2. The student will make a study of the slang of different groups by listing ten expressions for each group. Groups could include: journalists, theatrical people, any group of sport or hobby enthusiasts, circus performers, pilots, etc. Discuss each category.

3. The students will give reports on the treatment of slang in the major unabridged collegiate dictionaries. Study the treatment of the following: dough, big wheel, on the blink, pad, etc.

4. The student will compile a glossary or glossaries of words in special areas such as: teen-age slang, drug slang, pop rock slang, etc. and discuss their lists from time to time.

5. The students will bring to class a map of the state of Florida and then individually or in groups of three the students will compile a list of ten cities that would fit into the classification of personal names, Biblical names, names descriptive of localities, fanciful names, or mythological words.

6. The students will use the same map to compile a list of 15 or more cities that show the influence of the Spanish culture; of the French culture; of the Indian culture.

7. The students will use the same map to compile a list that reflects: flora, fauna, or geology.

8. After being given a list of 20 words, the students will be instructed in how to locate the origins of words such as: hero, Janus, June, boycott, moose, hurricane, jukebox. A discussion will follow.

9. Given a list of 30 localisms (dialectal-regional), the student will list other variations of the word such as: brook-creek; tap-faucet; bubbler-water fountain. Variations will be discussed.

10. The student who is studying American literature may choose to study regional speech as recorded by an American author: Sinclair Lewis, Jesse Stuart, Harper Lee, William Faulkner, Willa Cather, Eudora Welty, Ring Lardner, Mark Twain, Sarah Orne Jewett, Hamlin Garland, John Steinbeck or others. (Source: Fowler, Mary Elizabeth. Teaching Language, Composition and Literature. New York: McGraw-Hill Book Company, 1965, p. 180.)

11. Given a list of Greek roots such as: auto, homo, tele, helio, geo, bibl, aster, micro, photo, the student will write three examples of words containing each root and be prepared to show how English has borrowed from the Greek culture as it has from other ethnic groups (Cf. map work #6).

12. The student will locate in the dictionary and write three examples for each of the following Greek affixes: syn-, para-, anti-, dia-, pro-, peri-, mono-, poly-, ex-, ec-.

13. The student will locate and write three examples of words (of Greek origin) that contain specified derivational and inflectional morphemes.

14. The student will work exercises such as: Which of the following is derived from a root not common to the group: acid, arid, acrimonious, acumen?

15. The student will arrange affixes and roots (from a prescribed list) so as to formulate a word. (trans + port + ation = transportation)

16. The students will construct a variety of bulletin boards illustrating the influence of Greek roots (15%) on vocabulary, plus regional dialects, etc.

OBJECTIVE E: Given a selected list of Greek and Latin affixes, the student will classify the affixes as being prefix or suffix.

1. The student will underline the prefix in each of the following words and then define the word in a way that will indicate the meaning of the prefix: superfluous, ultramundane, antediluvian, performed, intramural, disbelief, hypertension, pseudonym, retrospective.

2. The student will write each of the following with a prefix that will give it the opposite meaning: proper, occur, wholesome, etc.

3. The student will, by adding a suffix, change each of the following into a correctly spelled noun: occur, superintend, unify, herald, separate, rob, deny, exult, multiply, read.

4. The student will list as many nouns as possible which are formed with these noun suffixes: -ess, -ist, -or, -er, or verb suffixes: -ize, -se, -fy, -en, -ate.

5. The student will bring to class at least three want ads which contain one or more words ending in -ing, -ed, or -ion. Have them copy these words onto poster paper in alphabetical order; or have the student encircle each word containing the suffix.

6. Have the student take each word containing a specific suffix and use it in oral or written sentence.

7. Using an old telephone directory, the student will list 10 names which end with the suffix: -en, -ing, -er, -ion, -son, -tion.

8. The student will ad -s, -ed, or -ing to each of the following words on this list: walk, ask, call, look, talk, sing, play, find.

OBJECTIVE F: Given a series of sentences and/or brief paragraphs, the student will identify the key words; alphabetize letters and/or words.

1. The student will put the following letters in alphabetical order: q, c, z, n, p, d, g, e, s, r. (Source: Weiss, Jerry M. Reading in The Secondary School. New York: The Odyssey Press, Inc., 1961, p. 301.)

2. The student will alphabetize the following in reverse order: t, u, x, o, l, c, f, j, w, b. (Source: Cf. 1 above)

3. The student will write the letters that come just before and just after each of the following letters: ____s____ ____d____ ____l____ ____m____ ____t____ ____p____ etc. (Source: Cf. 1 above)

4. The student will choose true or false for each item in the following exercise: a comes before d, m comes after n, w comes after x, k comes after j. (Source: Cf. 1 above)

5. The following two guide words appear at the top of a page in a dictionary: LIKEABLE---LIMIT. The student will choose from the following list the words that he would expect to find on this page, and write them in alphabetical order: line, lightness, life, like, lighthouse, limelight, lighten, lily, limp, lilac. (Souce: Cf. 1 above, p. 303)

6. The student will underline the key words in the following paragraph: "The grizzly bear has become himself again, save that he is a little thinner. He is ready at once to fare forth into the pale spring sunlight and look for berries and to go fishing."

4. The student will list as many nouns as possible which are formed with these noun suffixes: -ess, -ist, -or, -er, or verb suffixes: -ize, -se, -fy, -en, -ate.

5. The student will bring to class at least three want ads which contain one or more words ending in -ing, -ed, or -ion. Have them copy these words onto poster paper in alphabetical order; or have the student encircle each word containing the suffix.

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3. The student will write the letters that come just before and just after each of the following letters: _____s_____ _____d_____ _____l_____ _____m_____ _____t_____ _____p_____ etc. (Source: Cf. 1 above)

4. The student will choose true or false for each item in the following exercise: a comes before d, m comes after n, w comes after x, k comes after j. (Source: Cf. 1 above)

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6. The student will underline the key words in the following paragraph: "The grizzly bear has become himself again, save that he is a little thinner. He is ready at once to fare forth into the pale spring sunlight and look for berries and to go fishing."

7. The student will underline the key words in the following paragraph: "This was the most important dance of the entire school year. For most students, the graduation ball was the dance of the year. Only a few undergraduates would consider it just a dance and nothing special. To the graduating senior it was to be his last school dance of his high school days so great care and preparation went into getting ready to attend the dance."

8. The student will underline the key word(s) in the following sentence: "Helen's husband went away for three days and left Helen and her two small children in charge of the house."

OBJECTIVE G: Given a series of word groupings, the students will identify words containing one, two, or three syllables by dividing them into syllables.

1. Some words or syllables have two vowels but they sound as one. In each of the following words the student will circle the two vowels that sound as one: clean, eight, set, coat, moon, bread, fruit, mound, seek, neat, foot.

2. The following list contains one, two and three syllable words. The student will circle the one-syllable words; underline the two-syllable words; and underline three times the three-syllable words: dinner, purse, unhappy, strength, oratory, journey, stiff, handkerchief, correct.

3. The student will construct two-syllable words from each of the following one-syllable words: run, walk, talk, sing, court, region, choose, list.

4. The student will arrange the following list of words in alphabetical order under columns headed one syllable, two syllables, three syllables: cell, bill, harbor, blossom, deposit, different, cable, until, dozen, divide, weather, seed, volcano, foreign, dictionary, significance.

V. STUDENT RESOURCES

A. State-adopted textbooks

Allen, et al, New Dimensions in English. New York: McCormick Mathers Publishing Co., Inc., 1966.

Christ, et al, Modern English in Action Series 7-12. New York: D. C. Heath and Co., Inc., 1968.

Conlin, Herman and Martin, Modern Grammar and Composition 1-3. New York: American Book Co., 1967.

Postman, et al, New English Series 7-12. New York: Holt, Rinehart and Winston, Inc., 1967.

Roberts, Paul, The Roberts English Series Bk. 7-9. New York: Harcourt, Brace and World, Inc., 1967.

B. Non-state-adopted supplementary materials

Kitzhaber, Albert, Language/Rhetoric III-VI. New York: Holt, Rinehart and Winston, Inc., 1969.

Levine, Harold, Vocabulary for the College Bound Student. New York: Amsco School Publications, Inc., 1968.

Loomis, et al, Building Better English 7-12. New York: Harper and Row Publishers, 1968.

Warriner, et al, English Grammar and Composition 9-12. New York: Harcourt, Brace and World, Inc., 1957, 1958.

C. Reference materials

Honig, Fred, Taking Tests and Scoring High. New York: Arco Publishing Co., 1967.

Huff, Darrell, Score: The Strategy of Taking Tests. New York: Appleton-Crofts, Inc., 1961.

Peters, Max, et al, Barron's How to Prepare for High School Entrance Exams. New York: Barron's Educational Series, Inc., 1961.

Shimberg, Katz, Anderson, Meeting The Test. Englewood Cliffs, New Jersey: Scholastic Book Services.

Turner, David, High School Entrance and Scholarship Tests. New York: Arco Publishing Co., Inc., 1960.

VI. TEACHER RESOURCES

A. Textbooks (See Student Resources)

B. Professional books

Bellafiore, Joseph, Words At Work. New York: Amsco School Publications, Inc., 1968.

Bond and Tinker, Reading Difficulties. New York: Meredith Publishing Co., 1967, Chapters 1-3, 7-9, 11, 12, and 14.

Bond and Wagner, Teaching the Child to Read. New York: The Macmillan Co., 1966, Chapters 8, 9.

DeBoer, John J. and Dallmann, Martha, The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1964, Chapters 9, 10.

DeChant, Emerald V., Improving the Teaching of Reading. New York: Prentice-Hall, Inc., 1964, Chapters 1, 2, and 13.

Durrell, Donald D., Improving Reading Instruction. New York: Harcourt, Brace and World, Inc., 1956.

Fitzgerald, Patricia and James, Learning and Using Words. Riverside, New Jersey: The Macmillan Co., School Division, 1970.

Fowler, Mary Elizabeth, Teaching Language, Composition and Literature. New York: McGraw-Hill Book Co., 1965, Chapter 5.

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